DOCUMENT RESUME

ED 102 178 95 TM 004 147

TITLE IEA Six-Subject Survey Instruments: General Student Questionnaires.

INSTITUTION International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

SPONS AGENCY Ford Foundation, New York, N.Y.; Leverhulme Trust, London (England).; Office of Education (DHEW), Washington, D.C.; Tri-Centennial Fund, Stockholm (Sweden).; Volkswagen Foundation, Hanover (West Germany).

NOTE 56p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

EDRS PRICE MF-$0.76 HC-$3.32 PLUS POSTAGE

DESCRIPTORS *Academic Achievement; College Bound Students; *Comparative Education; *Cross Cultural Studies; Elementary Education; Elementary School Students; Grade 12; High School Students; Junior High Schools; Junior High School Students; *Questionnaires; Secondary Education; Student Attitudes; *Students

IDENTIFIERS *International Evaluation Educational Achievement

ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are two instruments collecting general background information on students and two attitude and descriptive scales which survey what students think about themselves and their schools for populations I, II, IV. Population I consists of students aged 10 to 11 years; population II, 14 to 15 years; and population IV, those students enrolled in the final year of pre-university training. Information concerning these questionnaires can be found in ED 084 503. (RC)

ED102178

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

BEST COPY AVAILABLE

2: Student Population

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
S = IV Specialist
N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Student Questionnaire - General Section

Data Bank Instrument Number Q12G

TM 004 147

IEA/M3
Pop I, p. 8

"The questions in the next section - Section G, are about you and what you do. Answer them as accurately as you can. If you have any difficulty about understanding what is wanted by a particular question, please ask me. You should be able to answer all the questions within 15 minutes. Now turn to the next page and begin Section G."
Help may be given to any student who appears to be in difficulty. It will be appreciated that the information requested in this section should be as accurate as possible and every assistance should be given to attain this end. Please ensure, as far as possible, that every student has given a response to every question.

BEST COPY AVAILABLE

Note that the open-ended variables were to be coded by the national centers. In addition, for those variables whose names are not composed of the instrument number and item number, the name used in the Data Bank Manuals appears to the left of the item, in brackets. These names were added by the Data Bank Team, and are not a part of the original instrument.

STUDENT QUESTIONNAIRE (ST 1)

01-02 Leave Blank

Country 03-04 ____

Directions:

Please answer all of the following questions as best you can. If you have difficulty in understanding any question, raise your hand and ask your teacher for help.

1. Name of your school _____ 05-07 ____

Target Population 08 1

Student number 09-11 ____

Type of Card 12 J

[AGE] 2. How old are you? _____ years _____ months 13-15 ____

[GRADE] 3. What is your grade in school? _____ grade 16-17 ____

[FOCC] 4. Please write your father's occupation _____ 18 ____

(If your father is dead, give your guardian's occupation, or, if you do not have a guardian, give your father's occupation before he died.)

On the lines below, describe his occupation as clearly as you can. Please state the duties he performs and for whom he works. For example, if he is a "salesman", tell what he sells and where he works.

_____

_____

_____

[SSEX] 5. Sex (check one)

Boy ____

Girl ____ 19 ____

6. How many students are there in your class?

_____ students 20-21 ____

7. About how many hours of homework do you do for all subjects each week? 22-23 ____

_____ hours per week

BEST COPY AVAILABLE

Do not write here

8. Where do you usually do your homework? (check one)

In a room where the rest of the family talk, watch TV, etc. _____

In a room that is usually quiet, although people are there. _____

In a room by myself _____

I do my homework at school _____

I never have homework _____ 24 _____

BEST COPY AVAILABLE

9. Do you usually have a fixed time for doing your homework? (check one)

Yes _____

No _____ 25 _____

BEST COPY AVAILABLE

10. How often does your mother or father help you with your homework? (check one)

Often (at least once a week) _____

Occasionally (once or twice a month) _____

Hardly ever or never _____ 26 _____

11. When you talk at home, do your parents (check one)

always or almost always insist that you speak correctly? _____

sometimes insist that you speak correctly? _____

let you speak how you please? _____ 27 _____

12. When you show your parents anything you have written, do they (check one)

always or almost always check your spelling? _____

sometimes check your spelling? _____

rarely or never check your spelling? _____ 28 _____

BEST COPY AVAILABLE

Q12G

Do not write here

13. How often is a (Mother Tongue) dictionary used by anyone in your home? (Check one)

often _____

occasionally _____

never, or do not have one _____ 29 ____

14. In your spare time at home, do your parents: (not including comics) (check one)

encourage you to read as much as possible? ____

sometimes suggest you read? ____

do not mind if you never read? ____ 30 ____

15. When you get home from school, do your parents: (check one)

always or almost always want to know how you have done? ____

sometimes inquire about your school work ____

never or hardly ever ask you about school ____ 31 ____

16. Does your family receive a daily newspaper? (Check one)

Yes ____

No, but I read one most days anyway ____

No, and I never read one ____ 32 ____

17. About how many hours do you usually watch TV on a school day, outside school programs?

_____ hours per day 33 ____

18. About how many books are there in your home? (Do not count newspapers or magazines) (Check one)

None _____

1 - 10 _____

11 - 25 _____

26 - 50 _____

51 or more ____ 34 ____

BEST COPY AVAILABLE

Do not write here

19. About how many hours did you spend reading just for your own pleasure during last week? (not including comics) (check one).

0 hours	____	
$\leq$ 1 hour	____	
$>1 \leq 2$ hours	____	
$>2 \leq 3$ hours	____	
More than 3 hours	____	35 ____

20 a. How many brothers and sisters have you? (check one)

0	____	
1	____	
2	____	
3	____	
4 or more	____	36 ____

20 b. In your family are you (check one)

the only child	____	
the oldest child	____	
the youngest child	____	
somewhere in the middle with brothers or sisters older and younger than you	____	37 ____

Do not write here

Listed below are a number of subject studied in school. Indicate for each subject listed, either that you have never studied it, or, if you have or are doing so now, the extent to which you like or dislike it.

(National Centers see accompanying notes for preparation of subject list.)

Code No	Subject	A. Have never studied this subject	B. One of my favorite subjects	C. Have generally liked this subject	D. Have generally disliked this subject	E. One of the subjects I have liked least in school	
21.							38
22.							39
23.							40
24.							41
25.							42
26.							43
27.							44
28.							45
29.							46
30.							47
31.							48
32.							49
33.							50
34.							51
35.							52
36.							53
37.							54
38.							55
39.							56
40.							57
41.							58
42.							59
43.							60
44.							61
45.							62
46.							63

National Centers to enter names of subjects here.

BEST COPY AVAILABLE

ACCOMPANYING NOTES (ST 1)

Note: Please ensure that when preparing national versions of this questionnaire that the language used be appropriate for 10 year old students.

School and Student Code Numbers. These are to be developed by the National Centers. The range for both school and student numbers is 001 - 999.

Q.2 Age of Student. This questions should be asked in the way normally used in the country but will be coded in months, e.g. a student who is 10 years 2 months will be coded 122.

Q.3 Grade in School. The intent of the questions is to get at the years in the school system in which the student is now enrolled. Counting after Kindergarten level, this code indicates the grade or year of the school system in which the student is enrolled.

Q.4 Father's Occupation. (International Unscaled Variable). National Centers should develop a set of up to nine categories which will cover the range of possible occupations in their country. The categories should be arranged such that the highest category is 9 and the lowest 1.

Categories 9,8 and 7 should be used for professional and managerial occupations.

Categories 6,5 and 4 for skilled workers' occupations.

Categories 3,2 and 1 for unskilled workers' occupations.

Category 0 should be used as an "unclassified" category (including unknown)

The example of how to pose the question given in the questionnaire is illustrative only, National Centers may use any procedure they wish provided that the information is collected such that it can be coded into the above categories.

(See the General Notes for further explanations of unscaled variables)

The following guidelines concerning student responses to this question should be indicated by National Centers in the appropriate place in Manual 3.

1. If the father is dead, unemployed or retired, his occupation before he died, became unemployed or retired should be entered.
2. If, however, the father is dead, but there is now a male guardian in the home, the occupation of the male guardian should be given.

Q.7 Hours of Homework. Because of the very wide range of responses obtained in the international pre-testing, it was decided to leave an open-ended response to this question. The intent of the question is to get the total number of hours spent on all homework per week. This may be approached in different ways. It is possible to ask the average number of hours homework per day, but the National Center must then multiply by 5 before coding. Alternatively, in those countries where some homework is sometimes done at school, it may be necessary to ask two questions and sum the responses.

BEST COPY AVAILABLE

Q.13 Dictionary. The intent of this question is to discover the extent to which a Mother Tongue dictionary is used at home by any member of the family.

Q.16 Daily Newspaper. In the pre-testing, confusion arose over this question because of Sunday newspapers. The aim of the question is to discover whether or not there is a regular flow of newspapers into the house. Therefore, newspapers received only once a week should be discounted.

Q. 21-46 Subject List. We are not interested in getting detailed reactions to all school subjects including subjects peripheral to IEA's main subject interest in this phase. Thus where you think sufficient space has not been allowed in questions 21 to 46, it is legitimate to group homogeneous subjects together.

Please prepare a list to suit your own school system based on the following subject list. Only where these are courses, within one subject area, with different content, should they be listed separately. For example, if only one type of Mother Tongue course is likely to be taken by the students, then list this as Q.21. Q.22 would then be the next subject on the list (foreign language if this is taught). If on the other hand, the Mother Tongue is taught as two separate subjects, namely Language and Literature, then Q.21 should be Language and Q.22 Literature, and so on. The following list is comprehensive, and it is not expected that all the items will be used. In preparation of your own subject lists, please maintain the same general order. Then please send a copy of your list with their respective question numbers to IEA International.

01 Mother Tongue (a)
02 Mother Tongue (b)
03 Mother Tongue Literature (a)
04 Mother Tongue Literature (b)
05 French - Foreign Language (a)
06 French - Foreign Language (b)
07 English - Foreign Language (a)
08 English - Foreign Language (b)
09 Other Foreign Language (a)
10 Other Foreign Language (b)
11 General Science
12 Biology
13 Chemistry
14 Physics
15 Other Science
16 General Social Studies
17 History
18 Geography
19 Political Science
20 Other Social Studies
21 Arithmetic
22 Mathematics (a)
23 Mathematics (b)
24 Mathematics (c)
25 Other Academic Subject

BEST COPY AVAILABLE

GENERAL NOTES

BEST COPY AVAILABLE

1. Instructions for all questionnaires should encourage all respondents to give a response to every item (except items 28-59 in the Teacher Mother Tongue questionnaire which M.T. teachers not teaching literature should omit). It is left to National Centers to frame the statement for their own countries. Indeed, test administration and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.

2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.

3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MRC answer card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".

4. All questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs $\geq$ (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.

5. Wherever Mother Tongue is printed in parentheses, the actual Mother Tongue should be inserted.

6. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.

7. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a nine-point scale which will

be appropriate for use within their country and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorisation between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to the IEA International.

8. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as 'home tasks' for the student. Students would be asked to find out the answers to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as 'home tasks' include: Father's Occupation and Father's and Mother's Education.

9. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g.,number of students in class, grade student is in etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).

BEST COPY AVAILABLE

10. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.

11. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.

12. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

BEST COPY AVAILABLE

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

BEST COPY AVAILABLE

2: Student Population

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
S = IV Specialist
N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Student Questionnaire - General Section

Data Bank Instrument Number Q62G

IEA/M3
Pop II, p. 8
Pop IV, p. 9

National Centers must decide where the Section G page of questions to be post coded is to be placed, either in front of the word knowledge test in Booklet 6, or after it. Whichever National Centers decide on, the appropriate instructions must be inserted to ensure that the students tear out the page and insert it in the card envelope or student envelope for return to the N.C.

IEA/M3
Pop II, p. 9
Pop IV, p. 10

BEST COPY AVAILABLE

"The questions in the next section (Section G) are about you and what you do. Answer them as accurately as you can. If you have any difficulty in understanding what is wanted by a particular question, please ask me. The answers to the questions on the first page of Section G are to be written in the booklet. Please answer the questions on the first page of Section G now."

If this page is put at the front of Booklet 6, these instructions will have to be changed.

After the students have had time to do this, say:-

"The answers to the rest of the questions in Section G are to be marked in Section G on the back of the answer card."

Note that the open-ended variables were to be coded by the national centers. In addition, for those variables whose names are not composed of the instrument number and item number, the name used in the Data Bank Manuals appears to the left of the item, in brackets. These names were added by the Data Bank Team, and are not a part of the original instrument.

Q62G

IEA/6G
IEA/13G

STUDENT QUESTIONNAIRE (ST 2)

GENERAL SECTION

Directions:

Please answer all of the following questions as best you can. If you have difficulty in understanding any question, raise your hand and ask your teacher for help.

[AGE] A. How old are you? _____years _____months

[GPADE] GR. What is your grade in school? _____grade

[FOCC] 01. Please write your father's occupation. _____

(If your father is dead, give your guardian's occupation, or, if you do not have a guardian, give your father's occupation before he died.)

On the lines below, describe his occupation as clearly as you can. Please state the duties he performs and for whom he works. For example, if he is a "salesman", tell what he sells and where he works.

_____

_____

_____

BEST COPY AVAILABLE

[EXPOC] 02. What occupation do you <u>expect</u> to enter after you have finished your schooling?

(Please describe this occupation as clearly as you can. State the specific duties of the occupation you expect to perform. For example, if you expect to be a "salesman", state what you expect to sell. Also state what type of organization you expect to work for. For example, if you expect to be a clerk, state whether you expect to work for a private firm, a governmental organization, etc.)

_____

_____

_____

[TOP] P. (National Centers to ask question to determine the program or course of studies in which the student is enrolled- see accompanying notes and General Notes.)

Q62G

Please answer the following questions on your answer card.

[SSEX] 41. Sex (indicate one)

A. Boy

B. Girl

[FED] 42. How many years of full-time education (including school, college, university, etc.) did your father receive? (indicate one)

A. 0 years B. $> 0 \leq 5$ C. $> 5 \leq 10$

D. $> 10 \leq 15$ E. > 15

[MED] 43. How many years of full-time education (including school, college, university, etc.) did your mother receive? (indicate one)

A. 0 years B. $> 0 \leq 5$ C. $> 5 \leq 10$

D. $> 10 \leq 15$ E. > 15

[EXPED] 44. After this year, how many more years of full-time education do you expect to receive? (indicate one)

A. 0 years B. ≤ 2 C. $> 2 \leq 5$

D. $> 5 \leq 8$ E. > 8

45. About how many hours of homework for all subjects do you do each week? (indicate one)

A. $0 \leq 2$ B. $> 2 \leq 5$ C. $> 5 \leq 10$

D. $> 10 \leq 20$ E. > 20

46. Where do you usually do your homework? (indicate one)

A. In a room where the rest of the family talk, watch TV, etc.

B. In a room that is usually quiet, although people are there.

C. In a room by myself.

D. I do my homework at school.

E. I never have homework.

BEST COPY AVAILABLE

47. Do you usually have a fixed time for doing your homework? (indicate one)

A. Yes

B. No

C. I never have homework.

48. Does your mother or father help you with your homework? (indicate one)

A. Often (at least once a week)

B. Occasionally (at most once or twice a month)

C. Never

D. I never have homework.

49. When you talk at home, do your parents (indicate one)

A. always or almost always insist that you speak correctly?

B. sometimes insist that you speak correctly?

C. let you speak how you please?

50. When you show your parents anything you have written, do they (indicate one)

A. always or almost always check your spelling?

B. sometimes check your spelling?

C. rarely or never check your spelling?

51. How often is a (Mother Tongue) dictionary used by anyone in your home? (indicate one)

A. often

B. occasionally

C. never, or do not have one.

BEST COPY AVAILABLE

52. In your spare time at home, do your parents (excluding comics) (indicate one)

A. encourage you to read as much as possible?

B. sometimes suggest you read?

C. not mind if you never read?

53. When you get home from school, do your parents (indicate one)

A. always or almost always want to know how you have done?

B. sometimes inquire about your school work?

C. never or hardly ever ask you about school?

54. Out of school hours, do your parents (indicate one)

A. often encourage you to visit museums or concerts?

B. occasionally suggest you visit museums or concerts?

C. rarely or never suggest that you go to a museum or concert?

55. About how many books are there in your home? (Do not count newspapers or magazines) (indicate one)

A. none B. 1 - 10 C. 11 - 25

D. 26 - 50 E. 51 or more

56. About how many hours did you spend reading, just for your own pleasure, during last week, (excluding comics) (indicate one)

A. 0 hours

B. $\geq$ 1 hour

C. $>$ 1 $\leq$ 2

D. $>$ 2 $\leq$ 3

E. $>$ 3

57. How many brothers and sisters have you? (indicate one)

A. 0

B. 1

C. 2

D. 3

E. 4 or more

BEST COPY AVAILABLE

58. In your family are you (indicate one)

A. the only child

B. the oldest child

C. the youngest child

D. somewhere in the middle with brothers or sisters older and younger than you.

Listed below are a number of subjects studied in school. Indicate for each subject listed, either that you have never studied it, or, if you have or are doing so now, the extent to which you like or dislike it.

(National Centers see accompanying notes for preparation of subject list.)

Code No	Subject	A. Have never studied this subject	B. One of my favorite subjects	C. Have generally liked this subject	D. Have generally disliked this subject	E. One of the subjects I have liked least in school
59.		A.	B.	C.	D.	E.
60.		A.	B.	C.	D.	E.
61.		A.	B.	C.	D.	E.
62.		A.	B.	C.	D.	E.
63.		A.	B.	C.	D.	E.
64.		A.	B.	C.	D.	E.
65.		A.	B.	C.	D.	E.
66.		A.	B.	C.	D.	E.
67.		A.	B.	C.	D.	E.
68.		A.	B.	C.	D.	E.
69.		A.	B.	C.	D.	E.
70.		A.	B.	C.	D.	E.
71.		A.	B.	C.	D.	E.
72.		A.	B.	C.	D.	E.
73.		A.	B.	C.	D.	E.
74.		A.	B.	C.	D.	E.
75.		A.	B.	C.	D.	E.
76.		A.	B.	C.	D.	E.
77.		A.	B.	C.	D.	E.
78.		A.	B.	C.	D.	E.
79.		A.	B.	C.	D.	E.
80.		A.	B.	C.	D.	E.
81.		A.	B.	C.	D.	E.
82.		A.	B.	C.	D.	E.
83.		A.	B.	C.	D.	E.
84.		A.	B.	C.	D.	E.

National Centers to enter names of subjects here.

BEST COPY AVAILABLE

ACCOMPANYING NOTES (ST 2)

POPULATIONS II AND IV

Note: Please ensure that when preparing national versions of this questionnaire that the language used be appropriate for fourteen-year-old and pre-university students.

The Student Questionnaire is divided into a general section for all students to answer and separate specific subject sections. The specific subject sections are to be given to students tested in specific subject areas. Thus, a student being tested in Science only will receive the General Student Questionnaire and the Science Student Questionnaire. A student being tested in Science, R.C. and Literature will receive the General Student Questionnaire and the student Science, R.C. and Literature questionnaires.

These notes which now follow refer to specific items in the questionnaires and are intended to help National Centers in translating the questionnaires. If you have any further queries, please contact IEA International immediately.

BEST COPY AVAILABLE

General

Ques. A.GR. 01 & 02. P. These questions should all appear on one sheet. It is this sheet which the students should tear off to put into the student return envelope. It would seem desirable, therefore, that this sheet should be the first page of Booklet 6 for Pop.II and Booklet 13 for Pop. IV.i.e. it should be put in front of the Word Knowledge Test. These questions must also be post-coded at the National Center onto the answer cards. Ques. 41-84 are answered by the student directly onto the MRC answer card.

Ques. A. Age of Student. This question should be asked in the way normally used in the country. For Populations II and III it will be coded in months less 150, e.g. a student who is 14 years and 2 months will be coded as 20. For Population IV it will be coded in months less 175, e.g. a student who is 19 years and 6 months will be coded as 59.

Ques. GR. Grade in School. The intent of the question is to discover the years in the school system in which the student is now enrolled. Counting after Kindergarten level, this code indicates the grade or year of the school system in which the student is enrolled. The answer card

has 12 positions, marked 3-1. The actual grade should be coded.

Ques. 01 and 02. See Accompanying Notes ST1, question 4.

Ques.P Program. The intent of this question is to secure information to enable classification of each student into the type of program (e.g. academic, vocational or general) in which he is enrolled. In some countries it might be possible to code all students in a particular school in the same way; each National Center must decide on how to do this. The categories established by National Centers should be arranged such that the highest category is 9 and the lowest category 1. If convenient, the following categorisation might be used by National Centers, but it is up to National Centers to decide on their own categories (which they should send to IEA International).

9-7 Academic-type courses/programs.
6-4 Vocational type courses/programs.
3-1 General courses/programs.
0 should be used as an "unclassified" category.

BEST COPY AVAILABLE

Q.42 & 43 Parents' Education. These questions should be asked in the way normally used in the country. Ask the question in such a way that a student is able to answer in terms of the International Code on answer cards. It is strongly urged that these questions are set as 'home tasks' (see General Notes). Sometimes countries have a tradition whereby persons will continue part-time education for further qualifications. If this part-time education is substantial enough, National Centers may wish to sum this into full-time equivalence.

Q.44 When rephrasing this question into national terms, it is important to obtain the number of years of all additional education expected, i.e., not just secondary schooling. In the pre-testing, it was pointed out that some 14-year-olds were uncertain. We prefer not to allow an uncertain category. In the administration students should be encouraged to arrive at a realistic estimate, with the teachers' help if necessary.

Q.51 The intent of this question is to discover the extent to which a N.T. dictionary is used at home by any member of the family.

Q.54 If it is not common in your country for children to visit museums or concerts, please insert equivalent cultural experiences. Report any changes to IEA International.

Q.59-84 Subject List: We are not interested in getting detailed reactions to all school subjects including subjects peripheral to IEA's main subject interest in this phase. Thus where you think sufficient space has not been allowed in questions 59-84 it is legitimate to group homogeneous subjects together,

Please prepare a list to suit your own school system based on the following subject list. Only where these are courses, within one subject area, with different content, should they be listed separately. For example, if only one type of Mother Tongue course is likely to be taken by students, then list this as Q.59. Q.60 would then be the next subject in the list (foreign language if this is taught). If on the other hand, the Mother Tongue is taught as two separate subjects, namely Language and Literature, then Q.59 should be Language and Q.60 Literature, and so on. The following list is comprehensive, and it is not expected that all the items will be used. In preparation of your own subject lists, please maintain the same general order. Then please send a copy of your list with their respective question numbers to IEA International.

01 Mother Tongue (a)
02 Mother Tongue (b)
03 Mother Tongue Literature (a)
04 Mother Tongue Literature (b)
05 French - Foreign Language (a)
06 French - Foreign Language (b)
07 English - Foreign Language (a)
08 English - Foreign Language (b)
09 Other Foreign Language (a)
10 Other Foreign Language (b)
11 General Science
12 Biology
13 Chemistry
14 Physics
15 Other Science
16 General Social Studies
17 History
18 Geography
19 Political Science
20 Other Social Studies
21 Arithmetic
22 Mathematics (a)
23 Mathematics (b)
24 Mathematics (c)
25 Other Academic Subject

BEST COPY AVAILABLE

GENERAL NOTES

1. Instructions for all questionnaires should encourage all respondents to give a response to every item (except items 28-59 in the Teacher Mother Tongue questionnaire which M.T. teachers not teaching literature should omit). It is left to National Centers to frame the statement for their own countries. Indeed, test administration and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.

2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.

3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an MRC answer card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where punch cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".

BEST COPY AVAILABLE

4. All questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs $\geq$ (less than or equal to) and $<$ (greater than) has been used. National Centers should translate these signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.

5. Wherever Mother Tongue is printed in parentheses, the actual Mother Tongue should be inserted.

6. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.

7. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different practices in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a nine-point scale which will

062G

be appropriate for use within their country and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of categorisation between the different countries, that is, all countries should collect data on the same dimension and ordered in the same way. It is important that National Centers transmit copies of their classificatory schemes to the IEA International.

8. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as 'home tasks' for the student. Students would be asked to find out the answers to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as 'home tasks' include: Father's Occupation and Father's and Mother's Education.

9. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g.,number of students in class, grade student is in etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).

BEST COPY AVAILABLE

10. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.

11. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.

Q62G

12. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

BEST COPY AVAILABLE

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

BEST COPY AVAILABLE

2: Student Population

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
S = IV Specialist
N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name General Attitude and Descriptive Scale

Data Bank Instrument Number Q12H

We are now ready to start Section H. Follow the directions on the first page of Section H. as I read them to you. These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers. When you are told to do so, work through the questions, indicating the answers you want to give by circling the answer you choose. Now turn the page and begin.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers.

To answer, circle the letter corresponding to the answer you choose for each question. If you wish to change an answer, you may, but be sure to erase the mark for the old answer completely.

Some of the items below are statements. Decide whether each one is generally true for you. If you agree with it, choose A ; if you disagree, choose B.

Other items are questions. Choose A or B according to whether your answer is YES or NO.

1. The most enjoyable part of my life is the time I spend in school.

   A. Agree.
   B. Disagree.

2. Is it important to you to do well at school?

   A. Yes.
   B. No.

3. I generally dislike my school work.

   A. Agree.
   B. Disagree.

BEST COPY AVAILABLE

4. Does your mind often wander off subject during lessons?

   A. Yes.
   B. No.

5. Do you think school is rather a waste of time?

   A. Yes.
   B. No.

6. There are many school subjects I don't like.

   A. Agree.
   B. Disagree.

7. Do your teachers think that you misbehave too much?

   A. Yes.
   B. No.

8. I want as much education as I can get.

   A. Agree.
   B. Disagree.

9. Do you worry about not doing well in class?

A. Yes.
B. No.

10. I enjoy everything about school.

A. Agree.
B. Disagree.

11. I find school challenging.

A. Agree.
B. Disagree.

12. Do you find it difficult to keep your mind on your work?

A. Yes.
B. No.

13. School is not very enjoyable.

A. Agree.
B. Disagree.

BEST COPY AVAILABLE

14. Do you work hard most of the time?

A. Yes.
B. No.

15. The only things I can look forward to in school are weekends and holidays.

A. Agree.
B. Disagree.

16. Have you ever invented a new game?

A. Yes.
B. No.

17. Have you ever entered a competition?

A. Yes.
B. No.

18. Have you ever made something as a present for somebody?

A. Yes.
B. No.

19. Are you more interested in games than school work?

A. Yes.
B. No.

20. The only thing I like about going to school is the opportunity to meet my friends.

A. Agree.
B. Disagree.

BEST COPY AVAILABLE

21. I hope eventually to study at a College or University.

A. Agree.
B. Disagree.

22. If you were given lower marks than usual in a test, would this make you unhappy?

A. Yes.
B. No.

23. I agree with people who say, "school days are the happiest days".

A. Agree.
B. Disagree.

24. I would rather do more homework and spend less time at school.

A. Agree.
B. Disagree.

The remaining items in this section are statements about what happens in your school. If the statement is generally true for your school, choose A ; if not, choose B.

25. Students rarely express opinions which differ from the teacher's.

A. Agree.
B. Disagree.

26. We are not allowed to sit in our classrooms during break.

A. Agree.
B. Disagree.

27. The teachers often make you feel small.

A. Agree.
B. Disagree.

BEST COPY AVAILABLE

28. Students can enter the school buildings as they arrive, without waiting to be lined up by the teachers.

A. Agree.
B. Disagree.

29. The students decide for themselves where they will sit in the classroom.

A. Agree.
B. Disagree.

30. In our school good behaviour is more important than good grades.

A. Agree.
B. Disagree.

31. The teachers always seem to criticize our best ideas.

A. Agree.
B. Disagree.

32. Most teachers expect us to stand up when they come into the classroom.

A. Agree.
B. Disagree.

33. We are allowed a free choice of some of the subjects we study.

A. Agree.
B. Disagree.

34. Most of our teachers are very strict about homework.

A. Agree.
B. Disagree.

35. The teachers do not usually punish a student who admits at the beginning of a lesson that he has not done his homework.

A. Agree.
B. Disagree.

36. There is a clear distinction made in our school between students who are lazy, and those who are less talented.

A. Agree.
B. Disagree.

BEST COPY AVAILABLE

Item 1 The intent of this question if to discover whether the child prefers that part of the day which he spends in school to the time he spends elsewhere.

Item 2 "do well" connotes "get good grades, score high marks, pass examinations, etc."

Item 3 "work" here means academic work.

Item 4 This question deals with the problem of concentration and paying attention. It may be that National Centers will wish to reword this item extensively.

BEST COPY AVAILABLE

Item 7 This item deals with the perception of self as a discipline problem.

Item 8 National Centers may wish to reword this question. The idea to be included is that of obtaining as much educational experience as possible.

Item 9 See note for item 2.

Item 11 The wording has been somewhat changed from the form in IEA/ATT/GEN/1. If the word "challenging" is difficult to translate, then "exciting" and "stimulating" are possible alternatives.

Item 12 See note for question 4, although this item is concerned with work in general.

Item 14 "hard" means "diligently".

Item 15 Substitute other breaks in the school routine if applicable.

Item 16 Population I : "invented" need not be taken literally. The translation should connote "originated" and developed".
Populations II and IV : this question may need rewording of homework is not a common practice.

Item 17 Population I : National Centers may substitute another activit implying "initiating" of "competitive" behaviour if more applicable.

Item 18 Populations II and IV : if this item is inapplicable, substitute some other behaviour implying a low priority being given to school work.

Item 19 Population I : "games" here means "sports" and other competitive, non-intellectual pursuits.
Populations II and IV : "leave school" implies "end school career", not "go home at end of day".

Item 21 Substitute other forms of higher education if "College or University" seems unrealistic for the children concerned.

Item 22 "lower marks" could mean "poorer grades" or criticism from the teacher after a test.

Item 23 Another phrase implying high valuation of school can be substituted if desired.

Item 24 An alternative statement implying a preference for not attending school would be acceptable.

Item 25 This item attmepts to investigate the pressure for conformity of ideas.

Item 26 Some National Centers do not like this item in its present form, but they are asked to include it if possible. It attempts to measure the extent to which the informal periods spent by the children in school are governed by rules and regulations. National Centers may, of course, substitute an alternative which will measure the existence of these rules.

Item 27 "small" may be translated as "unimportant" and "insignificant" This item probes the emotional authority structure of the school.

Item 28 This item has been extensively reworded since its use in IEA/ATT/GEN/1. Its intention is to examine the existence of formal rules and discipline before the beginning of the academic school day. National Centers may substitute other equivalent behaviours.

Item 30 "good grades" may be translated as "high marks", "examination passes", or the like.

Item 31 "criticize" should be taken in its negative (that is, destructive) sense.

Item 32 In countries where this question seems inappropriate, another may be substituted. The intention is to discover whether any formal mark of respect is paid to the teacher at the beginning of a class session.

Item 33 In countries where no students have this choice, it is suggested that an alternative statement be included, such as the following : "The students can choose special projects to work on in some of our classes".

Item 34 If homework is not applicable, use some other phrase denoting work done by the students while not under the close supervision of their teacher.

Item 35 New item. See note for item 34.

Item 36 New item. National Centers may find it possible to state this item more simply. The distinction required is that between students who will not work and students who can not work. It is suggested that this destinction will be made in the more authoritarian schools and will not be made in permissive schools.

BEST COPY AVAILABLE

IEA SIX-SUBJECT SURVEY INSTRUMENTS

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

BEST COPY AVAILABLE

2: Student Population

1 = I	6 = II and IV
2 = II	7 = I, II and IV
3 = III	8 = I and IV
4 = IV	S = IV Specialist
5 = I and II	N = NA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name General Attitude and Descriptive Scale

Data Bank Instrument Number Q62H

IEA/M3

Pop II, p. 9-10

Pop IV, p. 11

"We are now ready to start Section H. Follow the directions on the first page of Section H as I read them to you. These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers. When you are told to do so, work through the questions, indicating the answers you want to give by blackening in the oval for the answer you choose. Now turn the page and begin."

BEST COPY AVAILABLE

BEST COPY AVAILABLE

These questions are being put to a large number of students in different countries to find out what they think about themselves and the schools they attend. This is NOT a test. There are no right or wrong answers. We just want to know what you think. Your teacher will not see your answers.

Mark your answer by blackening in the appropriate space in Section H of your answer card. If you wish to change an answer, be sure to erase the old mark completely.

Some of the items below are statements. Write in either each one is generally true for you. If you agree with it, choose A ; if you disagree, choose B.

Other items are questions. Choose A or B according to whether your answer is YES or NO.

1. The most enjoyable part of my life is the time I spent in school.

   A. Agree.
   B. Disagree.

2. Is it important to you to do well at school?

   A. Yes.
   B. No.

3. I generally dislike my school work.

   A. Agree.
   B. Disagree.

BEST COPY AVAILABLE

4. Does your mind often wander off the subject during lessons?

   A. Yes.
   B. No.

5. Do you think school is rather a waste of time?

   A. Yes.
   B. No.

6. There are many school subjects I don't like.

   A. Agree.
   B. Disagree.

7. Do your teachers think that you misbehave too much?

   A. Yes.
   B. No.

8. I want as much education as I can get.

A. Agree.
B. Disagree.

9. Do you worry about not doing well in class?

A. Yes.
B. No.

10. I enjoy everything about school.

A. Agree.
B. Disagree.

11. I find school challenging.

A. Agree.
B. Disagree.

BEST COPY AVAILABLE

12. Do you find it difficult to keep your mind on your work?

A. Yes.
B. No.

13. School is not very enjoyable.

A. Agree.
B. Disagree.

14. Do you work hard most of the time?

A. Yes.
B. No.

15. The only things I can look forward to in school are weekends and holidays.

A. Agree.
B. Disagree.

16. Do you sometimes stay in to do homework rather than accept an invitation for a party or outing?

A. Yes.
B. No.

17. Do your friends think that you never take work seriously?

A. Yes.
B. No.

18. Do you like to leave your homework to the last minute?

A. Yes.
B. No.

19. Would you like to leave school as soon as possible?

A. Yes.
B. No.

20. The only thing I like about going to school is the opportunity to meet my friends.

A. Agree.
B. Disagree.

BEST COPY AVAILABLE

21. I hope eventually to study at a College or University.

A. Agree.
B. Disagree.

22. If you were given lower marks than usual in a test, would this make you unhappy?

A. Yes.
B. No.

23. I agree with people who say, "school days are the happiest days".

A. Agree.
B. Disagree.

24. I would rather do more homework and spend less time at school.

A. Agree.
B. Disagree.

The remaining items in this section are statements about what happens in your school. If the statement is <u>generally</u> true for your school, choose A ; if not, choose B.

25. Students rarely express opinions which differ from the teacher's

A. Agree.
B. Disagree.

26. We are not allowed to sit in our classrooms during break.

A. Agree.
B. Disagree.

27. The teachers often make you feel small.

A. Agree.
B. Disagree.

BEST COPY AVAILABLE

28. Students can enter the school buildings as they arrive, without waiting to be lined up by the teachers.

A. Agree.
B. Disagree.

29. The students decide for themselves where they will sit in the classroom.

A. Agree.
B. Disagree.

30. In our school good behaviour is more important than good grades.

A. Agree.
B. Disagree.

31. The teachers always seem to criticize our best ideas.

A. Agree.
B. Disagree.

32. Most teachers expect us to stand up when they come into the classroom.

A. Agree.
B. Disagree.

Q62H

33. We are allowed a free choice of some of the subjects we study.

A. Agree.
B. Disagree.

34. Most of our teachers are very strict about homework.

A. Agree.
B. Disagree.

35. The teachers do not usually punish a student who admits at the beginning of a lesson that he has not done his homework.

A. Agree.
B. Disagree.

36. There is a clear distinction made in our school between students who are lazy, and those who are less talented.

A. Agree.
B. Disagree.

BEST COPY AVAILABLE

Notes for interpretation and translation of IEA/2H, IEA/6H, and IEA/13

Item 1 The intent of this question if to discover whether the child prefers that part of the day which he spends in school to the time he spends elsewhere.

Item 2 "do well" connotes "get good grades, score high marks, pass examinations, etc."

Item 3 "work" here means academic work.

Item 4 This question deals with the problem of concentration and paying attention. It may be that National Centers will wish to reword this item extensively.

Item 7 This item deals with the perception of self as a discipline problem.

Item 8 National Centers may wish to reword this question. The idea to be included is that of obtaining as much educational experience as possible.

Item 9 See note for item 2.

BEST COPY AVAILABLE

Item 11 The wording has been somewhat changed from the form in IEA/ATT/GEN/1. If the word "challenging" is difficult to translate, then "exciting" and "stimulating" are possible alternatives.

Item 12 See note for question 4, although this item is concerned with work in general.

Item 14 "hard" means "diligently".

Item 15 Substitute other breaks in the school routine if applicable.

Item 16 Population I : "invented" need not be taken literally. The translation should connote "originated" and developed".
Populations II and IV : this question may need rewording of homework is not a common practice.

Item 17 Population I : National Centers may substitute another activit implying "initiating" of "competitive" behaviour if more applicable.

Item 18 Populations II and IV : if this item is inapplicable, substitute some other behaviour implying a low priority being given to school work.

Item 19 Population I : "games" here means "sports" and other competitive, non-intellectual pursuits.
Populations II and IV : "leave school" implies "end school career", not "go home at end of day".

Item 21 Substitute other forms of higher education if "College or University" seems unrealistic for the children concerned.

Item 22 "lower marks" could mean "poorer grades" or criticism from the teacher after a test.

Item 23 Another phrase implying high valuation of school can be substituted if desired.

Item 24 . . . An alternative statement implying a preference for not attending school would be acceptable.

Item 25 This item attmepts to investigate the pressure for conformity of ideas.

Item 26 Some National Centers do not like this item in its present form, but they are asked to include it if possible. It attempts to measure the extent to which the informal periods spent by the children in school are governed by rules and regulations. National Centers may, of course, substitute an alternative which will measure the existence of these rules.

Item 27 "small" may be translated as "unimportant" and "insignificant" This item probes the emotional authority structure of the school.

Item 28 This item has been extensively reworded since its use in IEA/ATT/GEN/1. Its intention is to examine the existence of formal rules and discipline before the beginning of the academic school day. National Centers may substitute other equivalent behaviours.

Item 30 "good grades" may be translated as "high marks", "examination passes", or the like.

Item 31 "criticize" should be taken in its negative (that is, destructive) sense.

Item 32 In countries where this question seems inappropriate, another may be substituted. The intention is to discover whether any formal mark of respect is paid to the teacher at the beginning of a class session.

Item 33 In countries where no students have this choice, it is suggested that an alternative statement be included, such as the following : "The students can choose special projects to work on in some of our classes".

Item 34 If homework is not applicable, use some other phrase denoting work done by the students while not under the close supervision of their teacher.

Item 35 New item. See note for item 34.

BEST COPY AVAILABLE

Item 36 New item. National Centers may find it possible to state this item more simply. The distinction required is that between students who will not work and students who can not work. It is suggested that this destinction will be made in the more authoritarian schools and will not be made in permissive schools.